



## An Introduction to Water & Climate Change Using Global Youth Artwork

Gallery Walk with See, Think, Wonder Chart

This lesson is informed by [Visual Thinking Strategies](#) and [Project Zero](#) at the Harvard Graduate School of Education.

### OBJECTIVES

- Students will carefully observe artwork and identify what they see, think, and wonder.
- Students will be able to discuss their responses with their classmates.

### LESSON TIMESPAN

20-25 minutes—This activity works really well for a warm-up to a class or an introduction to a lesson or unit exploring climate change. It can be an effective activity to use as students enter the classroom. This activity is also a great way to assess your students' prior knowledge and interest in climate change.

### SUPPLIES

- 4-10 pieces of artwork from Bow Seat's online gallery (either printed, projected onto a wall, or compiled into a slideshow presentation). Print or download artwork from [bowseat.org/gallery](http://bowseat.org/gallery). See our suggested artwork below.
- [See, Think, Wonder Chart](#) handout for each student.

### PREPARATION

- To explain to students that this artwork was made by teens from all around the world just like them, check out our 2024 Ocean Awareness Contest, *Tell Your Climate Story* ([bowseat.org/contest](http://bowseat.org/contest)).
- **Physical Classroom:** Set up art around the room. It works best to have some space between the artwork on the walls so that students aren't too crowded.
- **Virtual Classroom:** You can use a slideshow or create a virtual gallery through Google Drive, Airtable, Padlet, or other online tool.

### LESSON HANDOUTS

[See, Think, Wonder Chart](#)

## SUGGESTED STUDENT ARTWORK

### **Climate Change**

- ["Beauty and the Deep" by Kaitlyn Ha](#)
- ["Eviction" by Kayla Jang](#)
- ["Fart Effect" by Chaepin Kim](#)
- ["Cultural Heritage of 21st Century" by Yulia Khaver](#)
- ["Melting Butter" by Crystal Shin](#)

### **Sea Level Rise**

- ["Unusual New Coming" by Roy Kim](#)
- ["Underwater Grocery Shopping" by Yujin Lee](#)
- ["Swimming with the Fishes" by Isabella Byabato](#)
- ["Sea of Corruption" by Chelsea Tang](#)
- ["Painting for Hope" by Chantilly Lee](#)

### **Extreme Weather**

- ["Burning Cityscape" by Eugene Hyojoon Shin](#)
- ["Unleash the Underneath!" by Dajeong Won](#)
- ["Our Scorching Future" by Caleb Mercado](#)
- ["A Future to Protect" by Yeso Kim](#)

### **Climate Solutions/Hope**

- ["Spring of Life" by Kayte Yanez](#)
- ["Changing Tides" by Jee Woo Park](#)
- ["We, Too, Can Change the World" by Emilay DaSilva](#)
- ["Green Baleen" by Kenya Santamaria](#)
- ["Sewing Up the Past for a Holistic Future" by Khuyen Nguyen](#)

## GALLERY WALK AND SEE, THINK, WONDER OBSERVATION AND DISCUSSION

1. Students should explore the (physical or virtual) classroom, observing the artwork, as if in a gallery. This is an individual, silent activity. You may want to give students a set time to look at each piece of artwork (2-3 minutes, depending upon the number of pieces).
2. Ask students to either choose one piece of artwork that speaks to them, or to analyze the display of artwork as a whole, and fill in the [See, Think, Wonder Chart](#):
  - **What do you see/notice?**
  - **What do you think is going on?**
  - **What do you wonder?**
3. After students have had time to fill in their chart, put them in small groups for conversation. Letting them choose groups based upon the artwork that most spoke to them can be an easy way of sorting students; if one artwork is too crowded, you may need to ask some students to go to their second choice.
4. Ask students to discuss each column from their See, Think, Wonder Chart (giving 2-5 minutes per column).

5. Ask each group to choose one thing from each column of their See, Think, Wonder Chart to share with the full class. (This is an informal assessment of the activity.)

### **SUGGESTED CULMINATING PROJECT: 2024 OCEAN AWARENESS CONTEST**

Bow Seat's [Ocean Awareness Contest](#) is a call for young artists, conservationists, makers, thinkers, and activists who are concerned about the future of our blue planet. Your students are invited to contribute to the largest collection of youth environment arts in the world. Submissions accepted in: Visual Art: Handcrafted, Visual Art: Digital, Creative Writing, Film, Performing Arts: Music & Dance, Interactive & Multimedia, and Poetry & Spoken Word. Students may earn cash awards of up to \$1,000.

The 2024 Ocean Awareness Contest – Tell Your Climate Story – encourages you to become a climate witness and share your own unique climate story. We are asking you to creatively express your personal experiences, insights, or perceptions about our changing climate reality. Use this opportunity to learn about the climate crisis and how it impacts your family and community, and to examine your individual responses to our evolving world.

#### **Tell Your Climate Story Prompt**

Explore our [Resource Studio](#) for inspiration then start creating!

**Think about climate issues and solutions and consider how they have affected you or your community. Find something that resonates deeply with your experiences – perhaps a climate impact you witnessed, an initiative that you've participated in, or a source of strength and inspiration when thinking about the climate crisis. Share your personal climate story through art, writing, performance, film, or multimedia. What is the story that you'd like to tell?**

*Note: We are asking specifically about climate change and not other environmental concerns, like plastic pollution, oil spills, and overfishing. If you do choose to address these issues, make sure that you research how they connect to climate change and incorporate that into your submission.*

**Deadline to enter: June 10, 2024**

**Visit [bowseat.org/resources](https://bowseat.org/resources) for additional classroom resources, inspiration, and media!**

### **COMMON CORE STANDARDS**

**Standards for English Language Arts 6-12 and Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

**College and Career Readiness Anchor Standards for Reading (CCRA.R/CCRA.RH/RST)**  
**-Informational Text-**

Integration of Knowledge and Ideas

**CCRA.R.7/ CCRA.SL.2:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**College and Career Readiness Anchor Standards for Speaking and Listening (CCRA.SL)**

Comprehension and Collaboration

**CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCRA.SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

**CCRA.SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**See, Think, Wonder Chart**

**What do you see/notice?**

**What do you think is going on?**

**What do you wonder?**